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ABSTRACT

Integrated Social Studies (ISS) is designed to teach students the multi-dimensional nature of man. It focuses on concepts and values from the social sciences, history, the arts, and a variety of brief-value systems. Individualized instruction provides a framework for participation in which students are offered a wide range of learning experiences in a variety of settings. Such experiences include field projects and trips, self-teaching packets, audio-tutorial and audio-visual resources, debates, simulation games, role-playing, problem-solving, one-to-one discussions, and independent study. ISS is a three-year social studies curriculum with two years required for graduation. The third year consists of electives, built on the content and methods of the first two years. The main focus of the first year's program is on enabling students to recognize and evaluate the influences and institutions that help shape individual personalities. The second year's program begins with emphasis on the nation-state and the involvement of the student as a citizen with the processes of political institutions, and proceeds to the consideration of man and his role in the world. Personnel resources for the program involve the faculty, citizens, experts from the community, and the school's audio-visual coordinator. Staff responsibility for ISS is taken by 9 teachers, 3 paraprofessionals, 2 aides, 3 interns, and 5 student teachers. The entire team is involved in the planning process. Student evaluation may take the form of special projects, oral evaluation, objective tests or essay tests. (JLB)

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Integrated Social Studies

Integrated Social Studies (ISS) is designed to teach students at Parker Senior High School, Janesville, Wisconsin, the multi-dimensional nature of man. It focuses on concepts and values from the social sciences, history, the arts, and a variety of belief-value systems. Teachers and students work together to develop critical thinking and creativity.

The ISS staff defines learning as an active process which requires the student to invest his own thinking and energy. Thus, student participation in the learning process is a basic part of the ISS program. Individualized instruction provides a framework for participation in which students are offered a wide range of learning experiences in a variety of settings. Such experiences include field projects and trips, self-teaching packets, audio-tutorial and audio-visual resources, debates, simulation games, role-playing, problem-solving, one-to-one discussions, and independent study.

An example of student involvement in the learning process is taken from a unit taught in the first semester of the sophomore year, entitled "Who Am I?" The unit is designed to "introduce the students to the concepts of child development, the process of learning, emotional development, and self, so the student will begin to examine himself as a unique human being seeking physical, intellectual, and emotional maturity." After general introductory lectures and small group discussions on the topics of child development, learning, and emotional development, the students can choose from three options which are designed to relate the introductory material to the student himself. These options include completion of a series of individual learning packets on special topics related to emotional development; participation in the development of a video-tape presentation on topics related to self-concept; and the organization of a presentation on topics related to self-concept. Although such topics as love, death, work, fear, play, old age, and loneliness are suggested for in-depth study, the students are free to select other topics if they wish. Evaluation for this unit and others may be in the form of oral, objective, or essay testing.

THE BEGINNING OF ISS

Parker High School opened in 1968 with traditional social studies course offerings—American History, World History, Geography, Humanities, and Problems of Democracy. Team teaching was employed in the American History and Humanities courses. When the staff evaluated the first year of the program, they looked at the most effective teaching methods in the department as indicated by the students and the directions being taken in social studies in other schools throughout the nation. Their evaluations indicated that their own social studies program was effective in terms of student learning; however, they felt it could be improved and made even better.

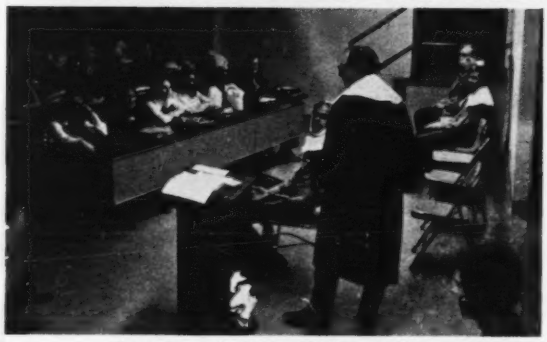
Planning for a new social studies program began at the end of the 1968-69 school year and continued until the spring of 1971. The school principal, Hugh Horswill, participated in the early discussions and committed himself to support changes which the social studies faculty recommended.

The Citizen's Curriculum Council was consulted, as were experts in the field of social studies education. The proposal for Integrated Social Studies, the result of two years of intensive planning, was presented to the school board in the spring of 1971 and was approved.

The first year of the ISS program, instituted in September 1971, and the second year, begun in September 1972, are described below. The third year, planned for implementation in September 1973, will consist of an individualized curriculum with students and staff deciding together what seminars, independent studies,

Materials used with large numbers of students in the ISS curriculum are duplicated. To keep these materials organized, each student receives an ISS folder. This is a regular report cover for two-holed 8½ x 11" paper which has been specially printed for the course. The 1972 folder features a cover designed by an ISS student expressing artistically her interpretation of ISS.

Role-playing by students is video-taped for use with other classes



A teacher role-plays a Puritan minister to illustrate the "Puritan ethic"

The ISS faculty team meets each day during a regularly scheduled class period

·and courses are desired. Plans now include individual programs which will lead to advanced placement college credit in the social sciences or history.

THE ISS PROGRAM

ISS is a three-year social studies curriculum, with two years required for graduation. The third year consists of electives, built on the content and methods of the first two years.

The main focus of the first year's program is on enabling students to recognize and evaluate those influences and institutions which help shape individual personalities. The program begins with a basic introduction to the concepts and skills of the social sciences. Concepts included in the introduction are taken from economics, geography, sociology, anthropology, political science, history, and psychology. Skills include analysis, decision-making, evaluation, interaction, and synthesis.

The first year begins with an examination of the interplay of environment, maturation, socialization, beliefs, values, and goals, and the effect of this interplay on the individual. The interrelationships between the individual, peer groups, family, and economic, social, educational, and religious institutions are focused upon in the second semester.

The second year's program begins with emphasis on the nation-state and the involvement of the student as a citizen with the processes of politicial institutions. The program proceeds to the consideration of man and his role in the world. The student identifies and evaluates the issues that cause conflict between nations, analyzes procedures for solving these problems, and evaluates the effectiveness of alternative solutions. The culmination of the second-year program is a look into the future. Students can choose between practical preparation for their immediate future, such as consumer economics, and in-depth study of projections for the future to the year 2001.

A SAMPLE UNIT

A variety of activities is used to study the various concepts and to develop skills. The following example is taken from a unit entitled "Environment and Man." The basic assumption underlying the unit, as stated by the staff, is: "Man's natural environment includes those characteristics of nature which surround him and influence his daily pattern of living. The degree of influence depends primarily on how man relates to his environment; whether he controls it, is controlled by it, or lives in harmony with it. The purpose of this study is to place the student in different environments, so that he might analyze and comprehend the various relationships that exist between the natural environment and man, and determine which relationship is most desirable and most attainable."

The instructional objectives supporting this basic assumption are:

"–The student will identify and define basic geographic terminology in a large group lecture.
–The student, as part of a group, will analyze a specific environment in the outdoor lab, and participate in a simulation designed to encourage decision-making about man's relationship to his environment.
–The student will participate in a case study of his choice, designed to analyze how other people have related to their environment.
–The student will identify environmental characteristics in his own life style and determine whether he is in control of, controlled by, or in harmony with, his environment."

To achieve these four objectives, students participate in five different types of learning activities. The first day is devoted to a lecture to the entire group on the definition of environment, the various levels at which man copes with his environment, and how man relates to his environment as it changes and grows as a result of urbanization, technology, and migration.

On the second day, students meet in small groups, called administrative groups, to discuss the lecture and receive their assignment for the next phase of the unit, which is an outdoor lab exercise. Students are told that they will represent a group of settlers who have decided to travel 1,000 miles, on foot, to settle in an unfamiliar area, with unknown problems. They must select a leader, decide the process they will use to make decisions, and determine what items are necessary to take along on their journey. This work is done in the administrative groups in class.

The third and fourth days of the exercise are spent in an outdoor lab exercise. Students are taken to their area for a three-hour period. They must explore, map, and verbally describe their settlement. Selection of a site for appropriate shelter is made, and the amount of land for farming is estimated. Students must also

conduct negotiations with neighboring settler groups (other classes), or "natives." The leader they have chosen keeps a careful log of these activities.

The fifth day of the settlement exercise is spent in small and large groups. The small groups discuss the different approaches used to solve problems, and the large group hears the results of each of the small groups' deliberations.

The next phase of the "Environment and Man" unit involves case studies. Students examine the relationship of people to their environment in the following settings: the United States, the Arctic, Japan, the Everglades, the Kalahari Desert, and Norway. As a result of each case study, students determine if the people control their environment, are controlled by it, or live in harmony with it.

The final activity is evaluation of the unit. Evaluation is accomplished in a variety of ways including essay tests, objective tests, and oral tests.

THE ISS STAFF

The personnel resources involved in the ISS program are extensive. In addition to members of the Parker faculty, resources include citizens interviewed by a student for a special project on "Attitudes Toward Northern Ireland"; experts from the community who speak to or participate in discussions of issues within their competency; and the Parker High School audio-visual coordinator, who video-tapes a student-written and teacher-acted TV program.

The staff responsibility for ISS is taken by nine teachers, complemented by three para-professionals, two teacher aides, three interns, and five student teachers. Five major areas of responsibility have been defined, and these are assumed by members of the teaching team. These roles include two instructional leaders, who organize and coordinate the efforts for developing instructional units; the director of research and logistics, who directs a social studies laboratory and resource center, organizes students to do peer tutoring and research for the instructional leaders, and works out class and teacher scheduling; the community relations coordinator, who arranges for outside speakers and field trips and serves as general liaison with the community; and the coordinator of interns and student teachers, who assigns and supervises interns and student teachers.

The three para-professionals prepare materials for classroom use, conduct research, tutor students, lead discussion groups, and maintain a social studies laboratory. They participate in all team meetings. The teacher aides are responsible for general office duties, such as inventory of materials and equipment, correspondence, and typing and duplicating.

The ISS program is particularly suited to teacher training. Student teachers and interns gain experience in team teaching, the integrated curriculum, and flexibility in program and methodology. In addition, they participate in all team meetings and contribute to the on-going revision of the ISS curriculum.

TEAM PLANNING

The ISS staff believes that the entire team must be involved in the planning process. Team planning is a scheduled period occurring at the same hour every school day.

After a curriculum unit is identified, one or more members of the team volunteers to develop a preliminary idea of what the unit will be. Volunteers usually follow personal interest or professional training. The draft unit includes the rationale for the unit, behavioral objectives, evaluation procedures based on the objectives, and an over view of content and methods. This is presented to all team members, who offer criticisms and suggestions. The process of defending unit proposals often results in clarification of ideas. The team suggests alternative approaches, content, and methods if they seem called for. Thorough discission of a proposed unit results in team consensus, and the unit plan is finalized. Team members review that unit when it is being taught and make suggestions for revision.

STUDENT INVOLVEMENT

Student involvement is an integral part of the ISS program. The staff believes that if the students participate actively in identifying their objectives and the methods to be used in reaching them, students will feel responsible for their decisions and will be more likely to carry them out.

Students are offered alternatives in terms of content, methodology, and methods of evaluation. For example, a recent study of comparative political and economic systems offered students a choice among six case studies analyzing the basic types of political and economic systems. The unit entitled "Who Am I?" offers student self-teaching packets; work in small, unstructured groups; or a combined effort of student decision-making and teacher direction with students and teachers concurring on a topic and developing a project.

Students prepare a multi-media resource presentation

The Open Lab provides space for group discussion as well as for resource materials

Students receive immediate evaluation of their work on an individualized learning packet

Wayne Bladorn attempts to catch a fish with his bare hands during a field survival exercise

For more information concerning the subject of this paper,

WRITE:

John W. Eyster
Parker High School
3125 Minearl Point Avenue
Janesville, Wisconsin 53545

Visits to Parker High School may be arranged with Mr. Eyster. A limited number of the ISS folders are available at $.50 per copy, including postage. Individual curriculum units in mimeographed form are also available. Write to Parker High School for unit titles and cost.

WRITE:

Institute for the Advancement of Urban Education
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The most extensive period of alternative studies comes during the second year, when students can choose from among 19 seminars on the topic of political institutions and processes. Examples of seminars offered during this period include "The Office and the Man (The Presidency)"; "Comparative Revolutions"; "Bossism"; "Local Government"; "Wisconsin Government"; "Demigods and Statesmen"; and "Priorities in Present Day America."

A second aspect of student involvement is evidenced in the Peer Assistant Program. Students who have demonstrated competency in social studies may apply to be peer assistants. A peer assistant may choose to do research for ISS staff members in preparing materials for class use or teacher background. Or he may choose to be a tutorial assistant and work with students to help them grapple with difficult material, catch up from absences, or review for evaluation. Peer assistants have prepared dramatic or artistic segments for large group lectures, written materials for use in the classroom, written a playlet for TV which was acted by teachers, led special topic groups, and participated in oral testing groups.

FIELD PROJECTS

The ISS staff is convinced that the effective application of social science concepts and techniques requires that students deal with real issues and problems. This conviction is the basis for the extensive use of field projects in the ISS program. Projects accepted by the staff must include significant learning for the students involved in the project *and* must provide learning experiences for other ISS students through reports on the project, materials developed for integration with an ISS unit, or recommendations for further study.

The changing society of Minnesota's Iron Range was the subject of a field problem studied in November 1972 by six seniors. The six traveled to the Iron Range area west of Duluth, Minnesota, to learn the effects of the depletion of iron ore on the political, economic, and social life of the area. The students talked with leaders of local government and business, high school students, and local residents, both at home and on the job. They concluded that the problems of the area are not economic, nor political, nor sociological, nor geological, but a combination of all of them. They also met with the Lt. Governor of Minnesota to discuss state taxing policy and how it affects the people of the Iron Range. The students took slides and films, kept notes, and taped over six hours of interviews, to be combined into teaching materials for a unit on change.

Students who took part in the project agreed on the importance of actually seeing problems first hand in order to understand them. In a news article in the November 13, 1972, *Janesville Gazette,* Bill MacFarlane, a student participant, noted: "One thing I learned is how different people can view the same situation in about ten different ways. They all saw the same things–the city was there, and the mines were there–but when you talked to people you hardly ever got the same opinion, and sometimes they were so different you could hardly believe they were talking about the same thing."

EVALUATION

Student performance on various units is evaluated in one of four ways.

1. Special Project–A student or group of students proposes to a staff member of their choice a specific project related to a unit of study. The proposal is reviewed by the staff person, discussed, often modified, and then approved. The project is evaluated on the basis of agreement between the students and staff.
2. Oral Evaluation–Several students and one or more staff members–and frequently a peer assistant–spend a period engaged in an informal discussion on the materials and skills of the unit being evaluated. Each student is evaluated in terms of his participation in the discussion, his use of concepts and terms from the unit, comments or explanations of others' comments, specific illustrations of concepts in the unit, and ability to transfer his knowledge to various examples.
3. Objective Evaluation–When appropriate, students are offered a test which uses matching, true-false, fill-in-the-blank, and other forms of questions stressing concepts from the unit.
4. Essay Evaluation–The student develops an essay in response to a question significant to the unit. The student may use notes from the unit in writing the essay and usually knows the question for the essay test when he first begins studying the unit.

Students are also involved in providing feedback on the content, methods, and staff performance of each unit. This information has been the major source of input for revising units. For example, the first unit taught in 1971 was designed to introduce social science concepts and skills through the study of a fictional country, Ekim. Student evaluation indicated that the use of a fictional country was ineffective, and the unit was revised for September 1972 using the real situation in Northern Ireland.